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ABSTRACT

This booklet contains abstracts of projects undertaken through the Hilroy Fellowship Program in Canada for the 1974. The stated aim of the program is to encourage and reward classroom teachers who are developing new ideas for the improvement of teaching practices. The booklet contains 24 abstracts which cover projects dealing with fine arts, the educational process, language arts, natural sciences, social sciences, vocational sciences, and miscellaneous areas. Each abstract contains the following information: (1) a project number, (2) the name and address of the teacher, (3) the name and address of the school, (4) the title, and (5) a brief description of the project. Some of the projects in the social sciences area deal with the folklore of Newfoundland, coping in the modern world, old North Vancouver, Canadian studies, and political science. The projects in the miscellaneous area include a grounds beautification program, a unit of study designed to teach students about handicapped people and to foster positive attitudes towards them, a movement education program and a program to graphic arts and English to vocational students through the publication of a school newspaper. (RC)

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HILROY FELLOWSHIP PROGRAM
PLAN DE BOURSES HILROY

INNOVATIONS

'74

IN TEACHING

DANS L'ENSEIGNEMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACTS
ABSTRAITS

INNOVATIONS IN TEACHING

C–75302

ABSTRACTS OF THE

HILROY FELLOWSHIP PROGRAM

1974

administered by

CANADIAN TEACHERS' FEDERATION TRUST FUND

110 Argyle Avenue
Ottawa, Ontario
K2P 1B4

INNOVATIONS DANS L'ENSEIGNEMENT

ABSTRAITS DU

PLAN DE BOURSES HILROY

1974

administré par le

FONDS FIDUCIAIRE DE LA
FEDERATION CANADIENNE DES ENSEIGNANTS

110, avenue Argyle
Ottawa, Ontario
K2P 1B4

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FOREWORD

Each year the Canadian Teachers' Federation proposes to publish the abstracts of projects of the Hilroy Fellowship Program. This booklet contains the abstracts for the year 1974.

You will note that each abstract has a project number, in addition to its title and author. If after reading the abstracts, you would like to see the original material we will copy the written material and have it sent to you for your own use. If the project involves the use of concrete materials such as tapes, slides, or non-reproduceable material, these will be sent to you on loan for a given period of time.

Requests should be addressed to: Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, K2P 1B4.

The Canadian Teachers' Federation will make every effort to have all of the projects readily available for those who wish to study them further.

Projects are accepted, published and reproduced in the language chosen by the author(s) and are not translated by this office.

We hope the publication of these abstracts will prove of value to the many educators across Canada who are interested in creative and innovative, teacher-prepared materials in the field of education.

AVANT–PROPOS

La Fédération canadienne des enseignants a l'intention de publier, à chaque année, les abstraits des projets du Plan de bourses Hilroy. Ce livret contient les abstraits pour l'année 1974.

Veuillez prendre note que chaque abstrait a un numéro, de même que le titre et le nom de l'auteur. Si, après avoir lu les abstraits, vous voulez obtenir les documents originaux, nous reproduirons les documents et nous vous les enverrons. Si le projet inclu l'utilisation de matériaux concrets tels que rubans, diapositives, ou matériaux non-reproduisables, nous nous ferons un plaisir de vous prêter ceux-ci pour une période déterminée.

Si vous désirez obtenir une copie des rapports veuillez écrire à la Fédération canadienne des enseignants, 110 avenue Argyle, Ottawa, Ontario. K2P 1B4

La Fédération canadienne des enseignants s'efforcera d'avoir tous les projets disponibles à ceux qui voudront les étudier.

Les projets acceptés et publiés sont reproduits dans la langue choisie par le ou les auteurs et ne sont pas traduits par notre bureau.

Nous espérons que la publication de ces abstraits sera utile à tous les éducateurs du Canada qui sont intéressés à des matériaux créatifs et innovatifs, préparés par les enseignants dans le champ de l'éducation.

INTRODUCTION

The Hilroy Fellowship Program was established in 1969 by the Roy C. Hill Charitable Foundation and is administered by the Canadian Teachers' Federation Trust Fund. The aim of the Program is to encourage and reward active classroom teachers who are developing new ideas for the improvement of teaching practices.

Teachers who are working at any level in an elementary or secondary school and who are devising new methods, new approaches or new teaching devices, are invited to apply for Fellowships. Small groups of teachers working as a team under the chairmanship of a coordinator are also eligible. Application forms and related instructions may be obtained from the Secretary-Treasurer, CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario, K2P 1B4 or from Provincial or Territorial Teachers' Organizations. Applications may be in either English or French.

In most provinces a Provincial Advisory Council reviews applications and makes recommendations which are forwarded to the National Advisory Council. It, in turn, makes recommendations to the Roy C. Hill Charitable Foundation which makes the final selections. Where there is no Provincial Advisory Council appointed, applications are forwarded directly to the Secretary-Treasurer, CTF Trust Fund.

Hilroy Fellowships are intended to reward the initiative and the professional enterprise of the classroom teacher and to make some contribution toward out-of-pocket expenses in the development of experimental and innovative approaches. It is not necessary, however, that expenses of any kind be involved. Generally speaking, the amount of each award is in the range from $800 to $1,500.

Payment of awards is made in three instalments, the first at the time of approval of the award, the second and third on the receipt of satisfactory interim and final reports on the implementation of the project. A Hilroy Fellowship Certificate is also awarded at the time of the third payment.

While the stated purpose of the Hilroy Fellowship Program is to encourage and reward the innovative classroom teacher, it may be considered to have a more out-reaching objective – namely, the fostering of improved teaching practices for the general improvement of education. In keeping with this objective, this publication is a compilation of the reports of

innovative projects by classroom teachers, projects for which the innovators have been judged worthy of recognition by the award of a Hilroy Fellowship in the school year 1972–73. It is hoped that this publication reported upon, and that these reports will encourage other teachers to experiment and to innovate.

Copies of this report are available without charge to practising teachers on request to the Secretary-Treasurer, CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario, K2P 1B4.

INTRODUCTION

Le Plan de bourses Hilroy a été établi en 1969 par la Fondation de bienfaisance Roy C. Hill et est présentement administré par Le Fonds fiduciaire de la Fédération canadienne des enseignants. Le but de ce plan est d'encourager et récompenser les enseignants qui, au cours de leur enseignement, développent de nouvelles idées en vue d'améliorer les méthodes d'enseignement.

Les professeurs tant du niveau primaire que secondaire, qui projettent de nouvelles méthodes, de nouveaux moyens ou de nouvelles techniques d'enseignement sont invités à faire la demande d'une bourse. Des équipes d'enseignants, groupant cinq ou six professeurs, sous la présidence d'un coordonnateur sont également admissibles. Des formules d'inscription et les instructions détaillées peuvent être obtenues en écrivant au Secrétaire-trésorier, Le Fonds fiduciaire de la FCE, 110, avenue Argyle, Ottawa, Ontario, K2P 1B4, ou l'organisation provinciale ou territoriale. Les formulaires de demande s'obtiennent en anglais ou francais.

Dans chaque province, un Conseil consultatif provincial examine les propositions, formule les recommandations et les envoie au Conseil consultatif national. Ce dernier présente ses recommandations à la Fondation de bienfaisance Roy C. Hill qui fait la sélection finale. Là où il n'y a pas de Conseil consultatif provincial, les formules de demande sont envoyées directement au Secrétaire-trésorier, Le Fonds fiduciaire de la FCE, 110, avenue Argyle, Ottawa, Ontario, K2P 1B4,

Le Plan de bourses Hilroy veut récompenser les professeurs pour l'initiative et l'esprit professionnel qu'ils ont manifestés en menant à bonne fin une importante innovation en éducation; il veut également contribuer aux débours que représente la réalisation de techniques expérimentales. Cependant, il n'est pas nécessaire d'engager des dépenses dans la réalisation d'un projet. D'une manière générale, le montant de chaque bourse varie entre $800 et $1,500.

Le paiement se fait en trois versements, le premier au moment du décernement de la bourse, les deux autres lors du rapport intérimaire et du rapport final, au moment où le projet est mis à exécution. Un certificat d'associé Hilroy est également attribué lors du dernier versement.

Le but principal du Plan Hilroy, nous le répétons, est d'encourager et récompenser l'initiative des professeurs de classe. Ce projet a également un but plus définitif, c'est-à-dire, instituer des méthodes innovatrices

d'enseignement pour le progrès de l'éducation. La présente brochure retrace dans ses grandes lignes un projet qui a été jugé digne de reconnaissance par le Plan Hilroy pour l'année scolaire 1972–73. Nous espérons que cette publication jouira de la plus grande diffusion possible, que tous les professeurs bénéficieront de ces idées nouvelles, et qu'elle encouragera d'autres instituteurs à expérimenter de nouvelles méthodes.

Les enseignants peuvent se procurer sans frais des copies du présent rapport en s'adressant au Secrétaire-trésorier, Le Fonds fiduciaire de la FCE, 110, avenue Argyle, Ottawa, Ontario, K2P 1B4.

Name and home address of teacher: 74–1–1

Mrs. Ruth Smith,
5 Birch Hill Drive,
Sherwood, P.E.I.

Name and address of school:

Prince Street School,
Charlottetown, P.E.I.

Title:

THEATRE ARTS

The project Creative Movement and Drama is an attempt to develop self-awareness, self-expression, empathy and aesthetic appreciation in all our school children by a gradual introduction to an increasing number of school children and staff members through the means of creative movement, modern dance, mimes, skits, pantomimes, puppets, improvisation and creative poetry.

The method of developing the project is through creative expression of physical movement to establish confidence in oneself, after which creative vocal expression is added. The pupils gradually explore innovative means of moving the total body, and then develop the senses by use of sensory words and past experiences. Much emphasis is on each individual child establishing self-confidence in creative expression. Through the creative skits, developed by the pupils in small groups, the children learn self-control, leadership, good social relationships, constructive criticism and self-evaluation.

This project is different from other projects in creative movement and drama. It is correlated with Art, Language, Literature, Physical Education, Dance and Music and eventually aspires to involve the entire student population. It provides a means of teaching other subjects and integrates mental and physical experiences to provide more meaningful learning.

The project started towards the end of last school year and met with great success this year. The interest of the pupils makes it necessary to provide the project to all our school children next year. We began with fifty pupils and two teachers, and this year have added over one hundred pupils to the program and six more staff members. Towards the end of this year almost all children were associated with our project.

The children in the project wanted to share their creativity with their

friends and classmates so they established a little theatre and every Friday afternoon they congregated to enjoy their creative experiences with each other. They used their imagination to perform anything from monologues, and creative poetry to creative skits.

We as teachers found the project to be challenging and limited only by the elasticity of one's imagination. Next year, we are planning to share our profitable experiences with others.

Name and home address of teacher: 74–1–2

Mr. Derek E. Tilley,
Ridge Road,
Athelstan, Quebec.

Name and address of school:

Chateauguay Valley Regional High School,
Ormstown, Quebec.

Title:

EXPLORATORY ART PROGRAM

It is a depressing thought that, despite all our efforts over the last quarter of a century or more, there are still tens of thousands of youngsters who leave school with nothing but bitter memories of tedious hours spent in the art room.

This project is an attempt to develop a course for the benefit of those students who, for one reason or another, do not find either pleasure or usefulness in the general course of Creative Art that we offer in our schools. It has been tested in use, and well received, in classrooms on both sides of the Atlantic.

It is assumed that such a course would be completed in one or two years, and emphasis has therefore been placed more upon comprehension and appreciation than heretofore, with practical work to exploit the level of understanding acquired.

It is assumed also that it will be used by, not instead of, teachers who will wish to expand some sections of its contents in the light of their own experience and the industrial and cultural facilities of the area in which they serve. Accordingly, this summary provides only a brief listing of the topics covered. The original course document is, however, available on request.

Part One – Before we begin

Unit No. 1 – What is Art?
Looking and seeing

Unit No. 2 – What is colour?
How many colours?
The source of colour
Primary colours
Mixed colours

Black and white
Tints and shades
Harmonies

Unit No. 3 – How colour effects people
Exciting colours
Stimulating colours
Relaxing colours
Sedative colours

Unit No. 4 – A line is just a line. . .
Character of line influenced by:
Implement
Media
Lines as records of movement
Lines expressing feelings

Unit No. 5 – Lines plus ideas
The motif
Motif and colour

Unit No. 6 – Looking at patterns
Square patterns
Turn-over patterns
Alternating patterns
Brick patterns
Half-drop patterns
Applied patterns

Part Two – Looking at Houses

Unit No. 1 – The house in history
Houses reflect the way people live

Unit No. 2 – Functions of a modern home

Unit No. 3 – Planning a home of your own
The plan
Architects symbols

Unit No. 4 – The elevations

Unit No. 5 – Landscaping

Unit No. 6 – Who lives where?
Personal arrangements
Choice of furnishings

Part Three – The things we use

Unit No. 1 – Furniture
Famous furniture designers
Modern furniture

Unit No. 2 – Textiles
Spinning and weaving
Printed textile design
Block printing
Woven textile design
Hand loom

Unit No. 3 – Clothes
Fashion
Dress design

Unit No. 4 – Pottery and glass
The story of pottery
Types Types of pottery
Methods of making glass

Unit No. 5 – Paper and books
The modern essential
History of paper and printing
Modern uses of paper
Book production
The lio-block

Unit No. 6 – The new world of plastics

Part Four – The Fine Arts

Unit No. 1 – Living with works of art
Art that is easy to understand
Art that is difficult to understand
Personal reactions to different kinds of art

Unit No. 2 – Analyzing a painting
Writing an appreciation

Name and home address of teacher: 74–2–3

Mr. Jorn Brauer,
4 Sorrel Crescent,
St. Albert, Alberta.

Mr. William Hrychuk,
11618–76 Avenue,
Edmonton, Alberta.

Name and address or school:

M.E. LaZerte Composite High School,
6804 – 144 Avenue,
Edmonton, Alberta.

Title:

THE CORE PROGRAM

The CORE Program offers 20 high school credits for full-afternoon study during the 1973–74 school term. This year, it involves sixty-six Grade 11 students and three staff members, two of whom are teachers and the other a community worker.

CORE is a community school – a "school without walls" which relates to those other communities (artistic, political, religious, service, industrial, legal, educational) which together make up the city. Its students learn throughout the city at places appropriate to the topics being studied. Numerous resource people – often experts in their fields – supplement the efforts of the teaching staff.

In CORE, learning is inductive. It begins with the student doing something – helping in a day-care centre, "adopting" a senior citizen, ushering in a professional theatre, publishing a newsletter, serving in a downtown soup line, assisting and MLA, planning a conference, riding a bus, making an appointment, organizing his day and sharing in the life of the learning community. Learning begins with a situation in life and goes on from there.

It goes into personal and group reflection. A daily journal records the student's personal observations and reactions and what he is learning through his experiences. A weekly seminar provides opportunity for sharing and guidance with a small number of other students and a staff member. (Several parents are also active participants in seminar groups.) It is in

the seminar that what he is doing is looked at, thought about, talked over, and connected up with what others are doing, until a picture – of people, organizations, the city, the world – begins to emerge.

The CORE Program is what the people in it make it. Much of the making takes place in weekly general sessions, open meetings of the program community – students, staff, parents, interested outsiders. It is in general session that the guidelines are hammered out for the program's operation and development.

As a community school, then, CORE not only is in the community but it seeks to be a community.

CORE participants are currently in Grade 11. Basic admission requirements are student desire and active parental support. Students are enrolled in a specially designated program of Social Studies 20, Communications 21, Special Projects 20 and a 5-credit option which, in most cases, is Sociology 20. Other courses such as Mathematics and Science, needed to complete the student's total school program are taken during the mornings.

CORE is neither a honors program nor a remedial program nor a vocational program. It is a regular high school program with emphasis in the humanities and social sciences. Its students represent a wide range of interests, goals, and abilities.

OBJECTIVES

In CORE, students will:

1. Learn and act with independence.
2. Effectively employ basic skills of reading, writing, speaking, listening and problem solving.
3. Understand their own emotions and emotions of others; possess skills and attitudes for effective interpersonal communication and co-operative action.
4. Understand social processes and pressing social issues, and participate actively and effectively in the life of community organizations.
5. Continue to develop strong individual interests and aptitudes.

In order to achieve the above CORE will:

1. Develop a close relationship among students and staff based on mutual trust and understanding.
2. Encourage community decision-making through active participation by students, parents and staff.

3. Utilize the human and physical resources of the entire city as a major resource for learning.
4. Alter approaches to course content, timetable structure, instructional procedures, age groupings and grading procedures so that learning is a more natural and coherent activity related to individual needs and concerns.
5. Encourage students to assume a major role in determining the nature and direction of their learning.

SUPERVISION AND STAFF MAKE–UP

CORE is an official program of M.E. LaZerte High School, is supported by the Curriculum Development Department of the Edmonton Public School Board and is under the supervision of the school principal. It has the participation of the school-community coordinator for the Parks and Recreation Commission, City of Edmonton. Program evaluation is in co-operation with the Faculty of Education of the University of Alberta.

While overall responsibility for instruction is assumed by the teaching staff, students learn in a variety of settings, including agency programs and student-taught courses.

CORE prints its own catalogue of learning opportunities as well as a twice-monthly newsletter.

PARENT INVOLVEMENT

Parent support is a prerequisite for student admission into the program.

Reading journals, discussing experiences at meal time, participating in seminars, joining in on general sessions, attending parent meetings, offering facilities and/or themselves as resources – these are some of the ways parents are becoming part of the learning community.

COMMUNITY RESOURCES

Theatres, churches, schools and day-care centres, industries, social service agencies, art galleries and libraries, political groups and communications agencies are among the community resources in concert with the program.

Wherever possible, students are encouraged to move beyond observation to effective involvement with the programs of supporting organizations.

Name and home address of teachers: 74–2–4

Mrs. Donna Coish,
500 Dineen Crescent,
Apt. 202,
Labrador City, Labrador.

Mr. Emerson Coish,
500 Dineen Crescent,
Apt. 202,
Labrador City, Labrador.

Name and address of school:

McManus Primary,
Bristol Crescent,
Labrador City, Labrador.

Title:

PRESCRIPTIVE TEACHING FOR THE MENTALLY HANDICAPPED

Mental retardation is a primary health problem in the world today. When a child is diagnosed as being retarded he becomes a part of this problem; he is different and his needs are special. The role of those who work in the field of mental retardation is to help these persons in every way possible. Thus we felt as teachers of retarded persons that we needed to develop a program that would meet with each individual's needs and would develop each individual's potential to its maximum although we knew that the degree of achievement would vary from individual to individual.

Mentally retarded people are a diverse and heterogeneous group. They have different handicaps which vary in causes, different educational backgrounds, different family backgrounds, different abilities, different behavioural characteristics and different social and emotional characteristics. Thus we felt that they needed an individualized program that would meet with their present and future needs as well as provide for their limitations. Consequently we developed our program called "Prescriptive Teaching For The Mentally Handicapped".

In developing this program we read many articles, read many books and utilized Dr. Wretha Peterson's classifications of learning problems etc. to come up finally with the following 21 areas of learning difficulties:

1) Gross Motor Functioning
2) Body Concept
3) Personal Information Skills
4) Language Development
5) Auditory Perception
6) Ability to Listen and Follow Directions
7) Visual Perception
8) Tactile Perception and Kinesthetic Performance
9) Arithmetic
10) Laterality and Directionality
11) Spatial and Temporal Relationships
12) Memory
13) Perseveration
14) Organizational Ability
15) Task Orientation
16) Recognition and Comprehension of the Printed Word
17) Writing
18) Social Skills
19) Self-Help Skills
20) Vocational Skills
21) Fine Motor Skills and Eye/Hand Co-ordination.

We then took each of these areas and subdivided them (some into 20–22 subdivisions) into many things that a child must be able to do in order to have full command of that learning area.

We decided to build our program around these areas to see how each individual fared in each specific area. Thus we developed a filing card system for each student in each of the 21 learning areas and after we made keen observations of each individual, we recorded the observation on the appropriate card in the appropriate column. Then after we diagnosed any particular problem that a pupil had we would make a corresponding teaching aid adapted to each individual's needs, abilities and weaknesses to try and help remedy their problem and consequently aid development and learning. This enabled us to pinpoint each individual's problems more accurately.

This filing card system became a very handy device for organizing daily lesson plans, developing individualized programs, planning for the future needs of our students and reporting to parents and future teachers. It has definitely helped our students this year to utilize their potential to the best of their ability and hence in turn has aided their development and enhanced learning.

The progress that our students have made (as seen in our April and August reports) has provided us with enough reinforcement to keep improving, developing and utilizing our program. However, even though we will be developing our program further in the future, we feel that in its present form it has helped both us and our pupils a great amount.

Name and home address of teacher: 74–2–5

Mrs. Leone Ross,
20 Hawthorne Avenue,
Charlottetown, P.E.I.

Name and address of school:

Parkdale Elementary,
46 Confederation Street,
Charlottetown, P.E.I.

Title:

THE CREATIVE PACKAGE

The Creative Package is a process rather than a method for developing creativity, imagination and good basic skills in the Communication Arts in the pupils in elementary school. Particular emphasis is placed on originality, sensitivity, spontaneity and creativity in oral and written work. The preciseness of word usage is encouraged, and subtle differences in words emphasized. Children are encouraged to be alert to all manner of communications and their effects, whether it be sounds of nature, traffic noises, T.V. commercials, or body language.

All writing is based on experience, immediate and real. This does not mean that the child must experience the exact situation. He may, rather, identify with the experience of others through a reconstruction of a situation.

On one occasion, for example, the pupils were taken through the interpretative centre at Fort Amherst after having had the history lesson that preceded it. Then they went out on the ramparts, and there, while a brisk rather chill wind flapped the flag overhead, the children put themselves back in time until they identified with a French soldier on that spot in 1732. It was amazing how they responded with poems, songs, a play, letters back home. Strong self-control is needed so that the atmosphere is maintained for all, but fifty-five eleven year old students responded.

It appears that History, Science and Music provide the most impetus for this creative process, for the community supplies the most resources for such experiences. . .the alley cat versus the soft-furred little kitten, the wind in the spruce trees (sound, smell, sense of touch in the face), the slash of a winter blizzard. . .are experiences that arouse awareness in all five senses. It is quite noticeable that children generally lack response from the

sense of touch in the skin. Experience developed through meaningful exposure provides background, especially to culturally-deprived children, for such phrases as soft as velvet, wind like needles, whisper of the breeze, the scent of frosted fern. . .

One accepts the fundamental that no process is taught in isolation. Good basic skills in English, reading, discussion, research techniques, dictionary and analytical reading, all graded to the learning potential of the child, are part of the package. Analysis of TV techniques, a study of ads and gimmicks for attraction, made the children conscious of the wordless communication. When they wrote their own plays, they used all the techniques that they knew about. The production of film strips with taped commentary followed research and/or wide reading, and linked art, voice training, and tape production techniques to the other skills. Producing the newspaper taught team work, good organization and interviewing. The general community became involved and very interested when each child researched his family tree to the time of settlement here. (92 percent of the Grade Six pupils could identify the ship and the first settlement associated with their family. These provided plots for dramatizations.) Plays without words taught the difference between plod and trudge, between scamper and scurry, and the preciseness of the written work improved.

Naturally, there was a marked difference in the amount of oral and written work at the various levels. At Grade One level, we worked together on story sequences that made up the students' readers, but each child did his own drawings. Grade Two worked together or separately, but as that group went through the year, there was a marked preference to "try that on my own". At Grade Six level, we expected a certain degree of competence, and much much more wirtten work. But the best and most noticeable results were in their creative verse, for it was always a free-will offering that had to be **based on experience**, either real or via the environmental bubble (see note below). Imagination helps, but it is no substitute for the real thing when communicating through poetry.

Proof of the program was the enthusiasm of the students, and the great interest and co-operation of the parents. The class won several provincial awards in radio plays, writing radio ads, and won recognition at the national level for their poetry which has been included in anthologies.

But behind the program to make it work stands the teacher who is willing to work very hard with lots of enthusiasm, a good sense of humor, ingenuity, awareness of resources, and flexibility in time-tabling so that the opportune moment can be taken advantage of at once. Poetry is like

porridge: it tends to get lumpy and watery if it is warmed over the next day. Share the fun and the creativity with your boys and girls: maybe it will be you who will learn the most, but that won't be bad either.

NOTE: The Environment Bubble

Cut a piece of 4 mil polyethylene 12 ft. by 24 ft. Fold in half and tape all edges with refrigerator tape.

Make a tube of the same material about six feet long, and wide enough to fit around a large fan. Cut a slit near the top centre of the bubble and attach the tube. Inflate the balloon and cut a straight slit on one side for an entrance.

Use two film projectors, a loop projector and an overhead. Use films suited to the topic, and perhaps live things on the overhead table, goldfish in a bowl for an undersea; mice, crickets, ants for grass scenes. Project from outside the bubble.

The polyethylene acts as a rear view projector and gives the illusion of being enveloped inside that particular environment.

Set the mental stage for the children by establishing mood before they enter the bubble, and keep the showing to about five minutes. Group the children carefully, so that no one will spoil it for the others. If all pupils are not ready, mentally or emotionally, to use this type of presentation, do not feel obligated to make it a 100 percent effort.

Turn off the fan, exhaust the air, fold the bubble into a small flat package, and silently steal away. . .to put it up again with no fuss in any adequate floor space near to outlets.

Name and home address of teachers: 74-2-6

Mr. Bruce G. Williams,
38-21st Avenue, South,
Cranbrook, B.C.

Mrs. Margaret E. Sawchuck,
320-19th Avenue, South,
Cranbrook, B.C.

Name and address of school:

Gordon Terrace Elementary School,
1200 - 5th Avenue, South,
Cranbrook, B.C.

Title:

A PREVENTATIVE MOTOR-PERCEPTUAL PROGRAM

A perceptually enriched situation program was devised for children who demonstrated perceptual lags when compared to their peers, but who usually do not receive special attention because their problems are not considered serious enough.

It was our contention that children with lags in perceptual-motor ability will experience increasing difficulty, in relation to their peers, as concepts relying upon perception become more complicated.

In September of the 1973/74 school year our intention was outlined to the parents in a newsletter. Twenty-eight mothers volunteered, of whom twenty were able to participate as supervisors.

A training program for the parents was carried out while the teachers were given a check-list to assist them in observing their pupils in order to make recommendations for the program.

After the recommendations were received from the teachers an extensive diagnostic testing program was carried out. The diagnosis included the Stanford Diagnostic Test (Reading) for the Intermediate aged participants, the Slosom Drawing Co-Ordination Test (SDCT), the Kraus-Weber Co-ordination Test and the Schack Auditory Test. A control group was randomly chosen for comparison.

The program consisted of a Physical Education program, an auditory program and a visual perception program. The P.E. program utilized a

modified Frostig program according to the needs of the children. Stations were set up with a supervising mother at each station to praise, encourage and demonstrate. The Gymnasium program utilized balance beams, climbing apparatus, balls, skipping ropes, bean bags, obstacle materials, targets and tumbling mats. Individual reading cards and arithmetic cards were used in conjunction with the activities (e.g. as targets when throwing bean bags – child must read target) The cards were a modification felt to connect the activities with improvement in reading or arithmetic.

The auditory program consisted primarily of the Selma Herr Perceptual Communications Skills Program 1 and 2 and other auditory practices such as Japanese paper-folding with taped instructions.

The visual perception program utilized a variety of activities. Initially the program used 3-dimensional objects such as blocks, peg boards, D.L.M. special relationship cards, sequencing, flocked letters and numerals and later moved into such activities as the Michigan Tracking Program.

The results of the program were very encouraging with significant improvements obvious in physical co-ordination, auditory skills and visual perception. The results of the Stanford tests regarding comprehension showed no significant advantages in reading ability.

Teacher judgement indicated significant improvement in self-image and confidence and the general teacher attitude toward the program was very good indeed.

Pupil response was excellent and negative attitudes by the participants themselves or pupils not in the program toward the participants were never observed.

The parents supervisors were, in general, very reliable, enthusiastic and often creative in their supervision of stations whether motor, auditory or visual.

The most significant improvements in visual, auditory and motor ability were observed at the youngest age levels. During the 1974/75 school year we intend to modify the program to develop an "Early Intervention" approach working with children in the Kindergarten through Year Three level.

Nom et adresse de l'enseignant: 74-3-7

Mme Jeannita Doiron,
C.P. 103,
Cap-Pelé, N.-B.

Nom et adresse de l'école:

Ecole Saint Coeur de Marie,
C.P. 668,
Shediac, N.-B.

Titre:

ATELIER EN LECTURE

Le groupe d'enseignants du projet s'étaient donnés comme objectifs:

- monter un atelier de lecture pour les niveaux 5 et 6, dont le matérial devait répondre aux exigences de l'individualisation de l'enseignement de la lecture;
- rendre possible la rééducation des enfants présentant des faiblesses en lecture;
- rendre possible l'enrichissement chez les élèves les plus forts en lecture.

Les élèves (age: 9 à 16 ans) présentent un éventail de performances variées: très faibles, 6.5 pourcent des élèves; faibles, 11.6 pourcent; moyen-faibles, 20.6 pourcent; moyen-forts, 19.5 pourcent; forts, 21.2 pourcent; très forts, 20.6 pourcent.

Selon leurs besoins, les élèves sont placés dans les groupes: rééducation (pré-lecture); correctif; enrichissement; enrichissement-compréhension; enrichissement-compréhension-vitesse; enrichissement-compréhension-recherche.

Les méthodes suivies:

- syllabique (synthétique)
- phonétique et globale
- globale (analytique)
- fiche individualisée

Méthodes d'évaluation:

- Vitesse de lecture, 2e cycle de l'élémentaire; test publié par "Les Editions Ecole Active" de Claude Montagne.
- Compréhension et vitesse, 5e et 6e années; test préparé par Jeannita Doiron et Hector Thioodeau, district scolaire numéro 13.
- Vitesse et compréhension d'une lecture, test publié dans "Grains de sel, Grains de Sable (Sablier)" de Reina Boily.

Commentaires d'ordre général:

Une nette amélioration a eu lieu tant en vitesse qu'en compréhension.

L'assiduité des élèves, surtout d'un certain groupe, avec qui nous avions énormément de problèmes, s'est améliorée sensiblement depuis deux ans. Cette année nous n'avons plus d'élèves qui fréquentent l'école pendant 17, 35, ou 70 jours comme tel était le cas il y a deux ou trois ans.

Le projet fut, pour les enseignants, l'occasion d'approfondir les principes de l'enseignement individualisé. Nous projetons, même, d'individualiser l'enseignement de la lecture aux niveaux 7 et 8 l'an prochain. La planification de la suite du projet des 5e et 6e est déjà accomplie et les services d'un enseignant à temps plein sont déjà assurés pour septembre.

Il fut remarquable d'observer, chez presque tous les élèves, la relation étroite entre le progrès en lecture et le progrès dans les autres disciplines.

Name and home address of teacher:: 74–3–8

Mr. Albin J. Polz,
120 Walnut Street,
Winnipeg, Manitoba.
R3G 1N8.

Name and address of school:

River Heights Junior High School,
1350 Grosvenor Avenue,
Winnipeg, Manitoba.
R3M 0P2.

Title:

LE FRANCO–MANITOBA A L'AIDE DU PROFESSEUR DE FRANCAIS

In recent years enrollment in high school French classes in Manitoba has shown a drastic decline. The cause, no doubt, is very complex and many factors are beyond the control of the classroom teacher. However, the decision to drop French often comes around the end of Junior High, when students' motivation and interest in second language study seem most vulnerable to negative influences.

One reason may be that the beginner in French is forced to struggle with linguistic fundamentals when his other interests have already become quite extensive and sophisticated. Another source of difficulty is the teenager's keen interest in the "here and now", in what is immediately relevant, while his language studies deal with what seems essentially foreign or remote. Thus the Manitoba French student may consider lessons relating to France or Quebec as largely academic and impractical and so lose attention and interest. Local resources and environment can contribute significantly to the enhancement of motivation. In Manitoba, with its considerable French cultural heritage, this third dimension could conceivably offer new life to that part of our language program that seems most in need of improvement.

More and better reading materials, too, are needed. To eschew reading like the plague, in the first level of the study of French, as many programs in recent years have done, seems a sure way to discourage the Junior High teenager.

The aim of the "Franco-Manitoba" language project was to draw on the

French cultural heritage of Manitoba in developing new teaching materials to help in solving the problems outlined above. The basic plan aimed at the production of: 1. Slides 2. Topical mini-courses 3. A new reader.

A series of some 150 slides was developed. Their purpose was to give greater relevance to both the linguistic and cultural aspects of the French program and to show the students that there were immediate applications for the work they were doing in class. The theme was a visit to the city of St. Boniface, featuring bilingual signs, points of special interest, and typical social institutions. Later extension of the slide project beyond Greater Winnipeg will make full use of the French aspects of the province's History, Geography and Literature.

For the first topical mini-course the subject chosen was "The French Flavour in Manitoba History and Geography". Obvious candidates for educative exploitation were names like "Beauséjour", "Ste-Rose-du-Lac", "Grand Marais", and "La Prairie-du-Cheval-Blanc". Similar possibilities were evident from a glance at the street names of St. Boniface. Accordingly several exercises were developed and used in class. Methods included questionnaires, map-work, cross-words, posters, and overhead transparencies.

The most difficult of the three tasks was that of finding new material for French reading. The essential combination of relatively simple language and content of high interest to Canadian teenagers seems very rare, and the need for special relevance to the province makes the task even more difficult. Some of the most promising selections found to date are from the more recent writings of Gabrielle Roy and Antoine Champagne. But the search is still on.

The students, in general, have responded with both surprise and pleasure at seeing bilingualism in action in a local situation and at the revelation of Manitoba's cultural heritage. The new materials seem to provide satisfactory concrete evidence of the immediate benefits available to the student of French.

Name and home address of teacher: 74–4–9

Mr. Wallace Ellison,
Glenville, N.S.

Name and address of school:

Inverness Consolidated School,
Box 88,
Inverness, N.S.

Title:

THE GEOGRAPHY OF CAPE BRETON

The main objective of this project was to do in-depth case studies on selected aspects of the geography of Cape Breton, because the local area as an arena of study was being completely neglected in many of our geography and social studies programs. The core of each case study is a slide-tape program which combines excellent photography with taped commentary that includes interviews, music, and sound effects.

The programs deal with the general geography of Cape Breton and some of its primary industries, and also takes a close look at Industrial Cape Breton (Sydney area) and the Strait of Canso (Port Hawkesbury Area) as distinctly different urban and industrial centres. There are a total of six such programs. They are as follows:

1) General Geography of Cape Breton.
2) Lumbering – Particularly close look at the lumbering operation at St. Ann's Mt. (Victoria County, C.B.) which is a large and highly mechanized operation carried on by Nova Scotia Forest Industries Ltd. on a large tract of leased crown lands.
3) Fishing – the equipment, fish caught, and methods used in inshore fisheries on the Western side of Cape Breton Island.
4) Farming – A particularly close look at the physical, climatic and cultural characteristics of the Mabou Dairying area (which is a chief supply area for Sydney) as well as some other aspects of mixed farming found in Inverness County of Western Cape Breton.
5) The Strait of Canso (Port Hawkesbury area)
With its 200' of deep water almost at the shore's edge the Strait of Canso is one of the most attractive deep water ports on the east coast of North America and

extremely noteworthy of an in-depth look. A bit of its history, present industrial growth, and future problems is looked at.

6) Industrial Cape Breton – a close look at the Sydney area, and at its coal mining and steel industries as the industrial basis for these urban communities. Also their future problems.

The main method by which these studies were done was small student group in-depth discovery approach. Field trips to areas of work by the individual groups gave a closer focus to the physical geography, climatic conditions, resources, equipment, methods of work, problems, etc. of their study project. They gave the students an awareness of the conditions under which people work, live, and enjoy themselves that textbooks, teachers, and the classroom just could not do.

The finished products, namely the slide tape programs, seem to be from the comments of most of the present viewing audience, informative and educational, as well as entertaining.

Name and home address of teachers: 74–4–10

Mr. J. Murray Hainer,
3125 Taylor Street,
Saskatoon, Sask.

Mr. William David Brent King,
312 Niderost Street,
Saskatoon, Sask.

Name and address of school:

Aden Bowman Collegiate Institute,
1904 Clarence Avenue,
Saskatoon, Sask.

Title:

UNDERWATER OBSERVATORY SCIENCE

Biology is becoming of singular importance to all of us these days. No longer is it just an academic pursuit with somewhat undefined goals; rather it has become the focal point of some of the world's most pressing problems.

It is not by accident that all large centres of population are located near bodies of fresh water. The occurence and continuation of aquatic ecosystems has generally been taken for granted by most of mankind. Many of these systems are now being drastically altered by man's activities. Only when this occurs does their significance become obvious, as well as the need for a more thorough understanding of the situation.

Observation of aquatic ecosystems presents a unique opportunity to demonstrate many of the concepts and principles of biology as they occur under natural conditions. The dessection of an organism will indicate many of its features structure and organization but fails to display how it functions as a member of a population within the overall system.

An underwater observatory was constructed in a fresh-water pond. This provides the student with the opportunity to observe the tremendous diversity and complexity of an aquatic ecosystem. The usefulness of the observatory lies not in the pond being used as a collection site, but rather as a widow to a new and exciting world. The life and death drama of hunter and prey, parasitism, oviposition or egglaying by mosquitos, dragonflies, the hunt and search techniques of large predaceous beetles, etc., may all be observed.

The process of ecological succession, the situation where naturally occurring organisms undergo a systematic process of replacement, would be vividly displayed in the aquatic observatory. As the pond fills for the first time the terrestrial organisms, both plants and animal, will be replaced by aquatics. As the system undergoes maturation there will be a gradual evolution from one type of system to another with changes in both the kinds and number of organisms present.

The impact of phosphate detergents is an excellent example of the type of student activity that may be studied in this controlled system. The study of pesticides in terms of toxicity, effectiveness and resistance can also be investigated. Many pesticides claimed to be species-specific may in fact be found to be general biocides.

Water chemistry may be readily studied in our controlled system. The amount of organic matter, numbers of coliform bacteria, the amount of dissolved oxygen will all be initially investigated in our system prior to examination of the South Saskatchewan River. The impact of fertilizers and runoff water also presents an interesting problem for chemists. Water hardness due to calcium and magnesium which tend to stabilize aquatic systems may be demonstrated.

The length and severity of Canadian Prairie winters will serve to demonstrate unique animal adaptations. Many mechanisms are employed in order to overwinter under these harsh conditions. Some organisms undergo diapause, a period of inactivity during a specific period or stage of their life cycle. Other cold-blooded animals merely become quiescent and display little or no activity due to their lowered rates of metabolism.

The collection of biological material, both plant and animal, and its hopefully successful incorporation into our ecosystem has provided worthwhile experience for the students. Not only must they be aware of the organism itself but also those factors that contribute to its being there.

Detailed studies by students have been greatly assisted by help received from professional biologists within the academic community. This in itself is a very thrilling aspect of their academic careers. They have encountered personnel from the Canadian Wildlife Services Prairie Migratory Bird Research Centre, the Canadian Department of Agriculture Research Station, as well as biologists from the University of Saskatchewan.

An underwater observatory provides a unique, and likely only method to observe the many and varied patterns of behaviour displayed by what most people consider to be simple and bothersome creatures. Control of many of the more harmful of these lies in a better understanding of their day to day existence. Much of this information may well be learned from an aquatic observatory such as ours.

Name and home address of teacher: 74–4–11

Mr. Donald Johnson,
2257 East Hill,
Saskatoon, Sask.
S7J 3E3

Name and address of school:

Walter Murray Collegiate,
1905 Preston Avenue,
Saskatoon, Sask.

Title:

MAN SCIENCE SOCIETY

The mini-course aims at humanizing the sciences – especially Physics, Chemistry and Biology, by considering the impact of diverse scientific concepts upon society, it enables students to grapple with the metaphysical and ethical attributes of science. The dual role of the individual scientist as a man and a citizen is to be stressed.

The mini-course was taught to the Grade twelve level physics students at Walter Murray Collegiate. Students ages ranged from seventeen through twenty-one years.

Procedures involved two distinct phases: One phase consisted of an experimentally designed evaluative procedure (a pre-test post-test sequence); the second phase involved the semi-formalization of a mini-course booklet, MAN SCIENCE SOCIETY.

The semi-formalization phase proved to be most arduous but most worthwhile. The text MAN SCIENCE SOCIETY was produced with the help of the STF Press, and it forms a core for the mini-course.

The evaluative phase used a student sample of approximately 100. One third of this sample formed the "control group" (A); the second third formed the "verbalized group" (B); whilst, the final third formed the "non-verbalized group" (C).

Group A followed the normal physics 30 school program. Group B followed the normal physics 30 program, but in addition spent 17 periods during the semester studying and discussing the mini-course under direct teacher involvement (teacher verbalization). Group C followed the group B plan, however, no direct teacher involvement took place (non-verbaliza-

tion). Both groups B and C utilized the mode of small group discussion to maximize potential throughout the entire mini-course lessons.

Three tests formed the core of the evaluative procedure for all groups A, B, and C:

TEST ON THE SOCIAL ASPECTS OF SCIENCE (TSAS)
WELCH SCIENCE PROCESS INVENTORY (SPI)
GENERAL PHYSICS TEST (GPT)

An opinionaire given after the last mini-course period showed that 82 percent of the students thought that the mini-course was worthwhile and useful. Eleven percent had no definite opinion pro or con on the mini-course. Seven percent definitely did not like it, and thought it was a waste of time.

The following is an example of student comment:

> What is the social position of science in modern society? How does science view the world in terms of ethics and religion? What are scientists doing today? Why are they doing it? What logical processes are used in scientific studies? What is the scientific method? These are the questions that are important to the 90 percent of the people living in the world today who will never go into the scientific field. This type of a course that introduces the individual to the scientific community is more valuable than physical science studies.

Name of teacher: 74–5–12

Mr. Jesse Fudge

Name and address of school:

Integrated High School,
Stephenville, Nfld.

Title:

THE FOLKLORE OF NEWFOUNDLAND

This project takes a look at certain aspects of Newfoundland Folklore, as collected and studied by a class of Grade eight students. With the immense interest and vitality shown by the students towards such an undertaking, we hoped to compose a unit of study that could be of benefit to other teachers and students, who might wish to become engaged in such an undertaking.

Much work has already been done by university students under the guidance of Dr. Herbert Halpert and his associates at Memorial University. To these people all Newfoundland is greatly in debt for the very rich and worthwhile information they have collected and so expertly classified. From this material in the Folklore Archive one can discover an extremely rich source of information on our heritage. But there is still much that can be done in our schools, among the youth of this province.

Students can gain experience through conversations with their informants that cannot be equalled elsewhere. They learn the techniques of interviewing on the spot – and realize the joys and frustrations of interviews. They gather a wealth of knowledge that has never before been recorded. Very few of our communities have adequate records that will give a whole picture of the past and therefore much of the puzzle will be incomplete without interviews. Many sayings, customs, beliefs, folksongs, weather signs and much of our medicine lore has never been written down and probably never will be, but with projects such as ours much of the past will be unfolded for those who wish to know of it.

There are many instances where students in our Newfoundland Schools (and one would suspect in schools of other provinces) struggle to remember names of foreign countries and much information that has been written concerning them, without having the slightest idea of the names of our small villages and towns in our own province and what activities one would find there.

This project deals with the people and their culture. It deals with the folk and the lore of our province. The people came mainly from the British Isles and much of their folklore can be traced back to there. We have a trace of the French culture as well, while other elements derive from Nova Scotia.

We examine the folk and lore in relation to each other, with emphasis on the functional aspect of the lore. It is not only necessary to know the beliefs and customs, but primarily to know what part they played in the lives of the people who used or practised them. It is not just enough to know the saying, "smoke going up in a straight line meant good weather", but to know who used it, how serious the saying was or what did it mean to the group of people who took the saying seriously – especially the fisher folk and the farmer.

The collection of folklore will throw light on some of the techniques of folklore collecting as well as some of the frustrations and rewards one encounters. The reports will explain different types of collecting and state specifically those we had greatest success with. Students took notes on their collecting experiences and learned much about the finer points of interviewing. They were fully aware that a poorly planned interview usually went badly-while an organized one went along fine.

Sample lessons for small and large groups are included in the report, along with suggestions that one might follow in trying a similar experiment. One must be ever mindful of the fact that students have to be given a chance to share their information with others.

Name and home address of teacher: 74–5–13

Mr. Michael B. Liberman,
8a Pilon Avenue,
Beaconsfield, Quebec.

Name and address of school:

John XXIII High School,
1301 Dawson Avenue,
Dorval, Quebec.

Title:

SURVIVAL '74 OR COPING IN THE MODERN WORLD

This program came about because of a need to offer the students a program which was made for them. Other Religion, Ethic or Moral programs offered at the school were completely irrelevant to their needs, questions and aspirations. A program had to be devised to help students cope with their present lives in a practical, sensitive and moral manner – a program constantly relevant to the student's needs of today. With this in mind the students set up the objectives of the program which they thought to be realistic. They selected the areas which were of concern to them, to be discussed and dealt with in class.

The method used in setting up the program consisted of a survey requesting that all students submit a list of those topics which they wished to discuss. This list was given to the group and a consensus taken of the priorities of the group.

All those areas which the students thought to be of importance to them were then developed through the classroom structure. The classes consisted of lectures, group discussions, improvisations, guest lecturers, physical relaxation exercises, and visits. Depending on the area, the above procedures were utilized in helping students come to grips with their questions, anxieties and hopes in a given area. In the seeking out of jobs, for example, lecturers were brought in from Manpower Centres to discuss job opportunities. There were discussion of the pros and cons of working rather than going to school. Improvisaitons were done to show interview possibilities. The students were taught to write letters of application.

In the area of nutrition, a guest lecturer (dietician) discussed proper eating habits. Discussions were held on gaining weight. Why do people become fat? One group made a meal showing the others how it should be done. A group visited a local supermarket to learn from the Meat Manager how to buy meats and how they varied in price and nutritional value.

Other areas of discussion and elaboration were:

i) Family units and relationships among members.
ii) School life (friendship, one's masculinity or femininity and how it relates to others and oneself).
iii) The need for success and at what price.
iv) Dances, drugs and drinking.
v) The law and you.
vi) Leisure time today and tomorrow.
vii) Developing self-confidence.

Where feasible, guest lecturers were chosen for their ability to converse with Senior High Students, their knowledge and their availability.

Students worked in small groups or as a class. Originally the students, either alone or in groups, were to create projects which were, if possible, to be presented to the class. This did not materialize, since a credit system was not finalized by the School Commission and without that incentive students unfortunately showed limited willingness to work on projects which would make them more knowledgeable about matters interested to them.

The materials utilized included books on Nutrition (available free from the Government Printer), the local newspapers, Time Magazine, and Weekend Magazine; and even Psychology Today became the basis for many discussions.

The results of the program are encouraging. The students find the course relaxing, relevant, and there is no pressure to succeed. Evaluation is difficult because the idea of measuring "progress" runs contrary to the spirit of the program.

Name and home address of teacher: 74–5–14

Mr. Ralph Melnicer,
905 Borebank Street,
Winnipeg, Manitoba,
R3N 1G5.

Name and address of school:

John Dafoe School,
1777 Grant Avenue,
Winnipeg, Manitoba.

Title:

THE "HOUR TOWN" PROJECT

Rationale

Why is it the case that many University graduates (this writer included), who have completed as many as twenty years of schooling, when faced with a seemingly common yet essential task like arranging for a mortgage, fail dismally? How many High School and University alumni are unable to balance a bank account, arrange for a loan, repair a lamp, prepare their income tax, budget a household, read a voters' poll, complete a personal résumé, involve themselves in an election, read a zoning regulation, or even balance a diet? Surely the products of our so-called institutions of higher learning ought to be able to arrange for a will or a funeral, understand the state of a national economy, and be discriminating consumers.

Somewhere along the line the school system has let them down.

Bearing the foregoing in mind as a frame of reference, this project was aimed at the development of a curriculum for children aged 9 to 11 which incorporates many of the basic principles of successful survival in a community setting; includes the modern "three R's". . .relevance, responsiveness, and responsibility; and attempts to integrate, in a multi-disciplinary approach, elements of Mathematics, Science, Social Studies, Language Arts, Physical Education, Fine Arts, and even Nutrition.

The project itself was piloted in a Grades Four and Five class on a one-hour-a-day basis, hence, the title "Hour Town".

Objectives

The learning outcomes intended were, in general terms:

1) The students will develop and refine the skills necessary to survive successfully in a community setting. (RESPONSIVENESS)
2) The students will become aware of, and inculate a value system consistent with that of other members of his community. (RESPONSIBILITY)
3) The students will involve himself in a multi-disciplinary approach which will highlight the relevance of academic exercises. (RELEVANCE)

Implementation

In "Hour Town", each community member assumed a "real-life" role, such as a lawyer, real-estate agent, or sanitation worker (see Appendix A). Each prepared himself by research, visitation, or guest interviews into his area of interest. Letters of application were written to the teacher for various positions, with full details of interests, qualifications, and plans. Then the classroom was set up into a mini-community. Offices, homes, and stores were assembled out of desks, chairs and packing crates. Once the individual businesses were established, community interaction began.

Each "business man" or community member arranged appointments with other community members. The "experts" counselled others on building, renting, or buying homes, and furniture, balancing diets, opening bank accounts, viewing movies in the local theatre, and a myriad of basic every day tasks necessary for community survival.

This very simple process mushroomed quickly into a phenomenally complex entity. These nine and ten year olds recognized quickly that they would require policing systems, legal, health, welfare, political, educational, and recreational systems to produce a smoothly functioning community. Thus, each of them learned early that they would be required to serve in many more than single roles in society. The real-estate agent became the mayor of "Hour Town". The butcher became the minister of transportation. Naturally this duality of roles had to be achieved either through a democratic or totalitarian procedure of politics. "Hour Town" chose a democratic election.

Suddenly, "Hour Town" became a blur of posters, badges, signs, ribbons, and radio and newspaper announcements. Every morning the candidates had prescribed times alloted to them to present campaign speeches. Their campaigns were all highly sophisticated, to the point where power politics was very evident. Even negative factors such as "kickbacks" became obvious and were discussed analytically.

Each member of "Hour Town" began with an equal "salary" and a minimal bank account. They soon realized how some services and goods

became valuable while others took on lesser appeal, depending on the value set of the community. Some status and salaries were raised or lowered depending on the ambitions and input of the individuals.

Once bank accounts and credits were established, homes, furniture, food, and clothing became priorities. Catalogues and newspapers were carefully scrutinized for consumer values. Eventually luxuries such as cars and boats were acquired.

To make the program even more substantial and to allow the students to become sensitized to further vagaries of real life, not only were they required to set up residence within "Hour Town", but also, certain "problems" resembling those that most community members face as emergencies were also presented to deal with satisfactorily. These problems included having an extremely high automobile repair bill, a family medical expense, a funeral, and even an alcohol or drug problem in the family.

The "Hour Town" residents developed methods of solving virtually any problem that normally involves a community. Communication, transportation, health, recreation, politics, and education were all dealt with. Not only was community life handled in the established processes, but also, radical or innovative methods were introduced as well. For instance, communes in both homes and business were considered as methods of operation. Some forms were accepted; some were rejected. Alternative methods were always carefully evaluated by the group, and decisions were made as to their acceptability.

Evaluation

The project was primarily evaluated through three basic approaches:

a) **Standardized Tests** were administered to the children and compared with other students of comparable groupings. All those involved in the project scored as well or better than median scores in control groups.

b) **Peer evaluation** – nearly one hundred percent of the population were capable of recognizing strengths and weaknesses in their peer's community input and ability to survive. The element of cooperation stood out as a highlight.

c) **Teacher Evaluation** – Periodic visitations, interviews, teacher reports and principal's reports indicate that there was an impressive growing process.

APPENDIX A

Sample list of "Hour Town" residents.
(by occupation)

1.	Butcher	– Minister of Transportation
2.	Real-Estate Agent	– Mayor
3.	Insurance Agent	
4.	Policeman	– Minister of Justice
5.	Pilot	
6.	Stewardess	
7.	Theatre Manager	– Minister of Recreation
8.	Tutor	
9.	Doctor	– Minister of Health
10.	Dentist	– Minister of Welfare
11.	Sanitation Worker	
12.	Librarian	– Minister of Culture
13.	Travel Agent	– Foreign Minister
14.	Grocer	
15.	Department Store Manager	
16.	Restaurant Owner	
17.	Newspaper Man	– Minister of Communications
18.	Radio Station Manager	
19.	Car Salesman	
20.	Fireman	– Minister of the Environment
21.	Baker	
22.	Secretary	
23.	Banker	
24.	Lawyer	
25.	Pharmacist	– Chairman of Men's Club
26.	etc.	

Name and home address of teachers: 74–5–15

Mr. Ralph M. Moyle,
3384 Marine Drive,
West Vancouver, B.C.

Mr. R. William Gregg,
1437 Lawson Avenue,
West Vancouver, B.C.

Name and address of school:

Windsor Secondary School,
931 Broadview Drive,
North Vancouver, B.C.

Title:

OLD NORTH VANCOUVER – REVISITED

This project applied the expertise of teachers in the fields of local history and photography to the involvement of students in the study of the origins of their community. At the same time, it was designed to provide an open ended resource unit which could be utilized by local schools and to develop procedures which (if successful) could be used by others.

Our primary objective was to research an assigned topic – "Old North Vancouver" – and translate the result into an audio-visual presentation. From the collected materials, a Super 8mm film with a synchronized sound track would be produced. The resource material would then be made available to interested North Vancouver schools.

Following initial teacher contacts with resource personnel, the students were accompanied and directed in a search for archives and other primary sources. Old maps, pictures and charts were photographed and printed in an 8 x 10 format. Slides were made from the enlargements. Other students interviewed 'old timers', taped old phonograph records of the period, and edited the audio tapes. All of this material was then utilized in making the Super 8mm film.

Students seldom have the opportunity to do research using primary sources and the project gave them the opportunity to become directly involved in their community through participation in this project. We found, however, that many problems would have been overcome if we could have offered this experience within the confines of one or more specific disciplines.

Name and home address of teachers: 74–5–16

Mr. Cameron Rodger,
R.R. No. 3,
Cookshire, Quebec.

Mrs. Janet Angrave,
76 Academy Street,
Lennoxville, Quebec.

Name and address of school:

Alexander Galt Regional High School,
Lennoxville, Quebec.

Title:

CANADIAN STUDIES

This course on Canadian studies has been designed, primarily, to give students an understanding of their own heritage. Unlike a regular History course, this program takes a very broad view of our past, as illustrated by the titles of the course units. We have introduced the students to people and events from all aspects of Canadian life – from writers to scientists and industrialists, from encounters between Europeans and Indians to "La révolution tranquille".

Secondly, the course is designed to help the student discover a positive Canadian identity. We would like to think of this identity in terms of "Canadians can! " In the past, Canadian writers, painters, film makers and political heroes have been slighted in Canada. We have not taken the narrow point of view that everything Canadians have accomplished has been the best, but we stressed the fact that there have been Canadians who have achieved international recognition in many fields of endeavour. Consistent with this philosophy, the students were encouraged to develop their creative talents.

Thirdly, incorporated in this course were thirty-one behavioural objectives based on skills which we felt Grade nine students should develop to some degree of competence. These skills ranged from note-making techniques, research techniques and skill in using the available resources efficiently, to distinguishing fact from opinion, and organizing and writing an essay.

This course was team taught to fifty-eight students in a double-room

with a divider, thus creating two spaces when needed. For most of the year there were three teachers – two regular, and a student teacher. It was possible, therefore, to have large group lectures with the entire class, or divide the group in half, or have smaller groups for discussions. These different group sizes were used constantly through the year.

Some of the work called for in the course outline took the form of individualized project assignments, handled by assigning a certain number of students to each teacher. The student was responsible then for reporting directly to that teacher, who would give assistance when needed. Most of this work was completed at the school where the resource materials (cameras, books, communication and printing arts shops) are located.

Much of the time was operated on what might be called an open class plan. Students were free to go wherever their materials were located while they were working on a project but were responsible for finishing by a pre-determined date. This method gave students the opportunity to develop their creative ability and, at the same time, gave them the opportunity to develop into responsible people.

By reading a variety of Canadian writers' works, the students were able to get an overall view of what our poets, dramatists, songwriters and novelists say about the land, and Canadians. As much as possible, the readings coincided with the historical content of the course. When Indians were studied, we read Emily Carr's **Klee Wyck**, a diary of her experiences with west coast Indians and read the poem **Crowfoot** (found in **Truth and Fantasy**) and saw the NFB film which accompanies this poem. We found similar material pertaining to the Eskimos, French Canadians, the Maritimes, the early prairie settlers and contemporary Canadians. The students themselves often found a novel, a story, a newspaper article or a song which we could incorporate into a particular unit. The basic History text was **Challenge and Survival**, while the basic English text was **Voice and Vision**.

We read diary accounts of immigrants crossing the Atlantic, as well as accounts of encounters between white people and the native people. We read essays and poems on the beauty and the harshness of this land and its climate. Through short stories and poems, they were introduced to many well-known Canadian writers. The biography and autobiography unit on Great Canadians introduced the students to early heroes, settlers, explorers, and to contemporary adventurers, politicians, sports celebrities and humourists. All reading was done for enjoyment and content, with little emphasis on analysis. We would ask the students to write or talk about the book he had read, about the qualities of the main character and about the feeling the author expressed for Canada, in an attempt to help them identify with the writers' feelings and ideas.

We feel that it is difficult to evaluate the cognitive objectives of this course. Only time will tell if they gained a greater insight into themselves as Canadians. From the comments in their Logs or Journals, we can say that they are more aware of events in Canada than other students we have taught previously.

Name and home address of teacher: 74–5–17

Mr. Jeremy J. Simms,
18 Glen Manor Drive,
Unit 2,
Dartmouth, N.S.

Name and address of school:

Dartmouth Senior High School,
Victoria Road,
Dartmouth, N.S.

Title:

A POLITICAL SCIENCE COURSE FOR SECONDARY SCHOOLS

The overall educational objective of this course is that the learner acquire those political competencies (attitudes, skills and knowledge) considered essential to studying and/or participating in politics. The learners in this case happen to be Grade XII students ranging in age from seventeen to nineteen years.

The distinctive characteristic of the course is its community-based approach to the study of politics, involving the active participation of the student in his own learning. By experiencing first hand the interaction between various elements in the political system, it is hoped the student will acquire a more accurate perception of the Canadian political system, which differentiates the ideals of democracy from the realities of politics. This more balanced view is particularly valuable for pupils who will later be studying other ideologies and political systems.

The learning experiences provided by this course require the student to become actively involved in the systematic observation and analysis of the dynamics of our political system, at all levels of government. Starting with an initial grasp of a particular theory or political concept (normally acquired through a reading assignment, lecture or class discussion), the student is asked to undertake original research in the community, designed to complement this classroom-based learning. The report of the student's findings is then presented in oral, written or recorded form to his seminar group for discussion.

For example, rather than merely examining the textbook role of the mayor and aldermen, students could be required to read Chapter 7 of James Lorimer's **A Citizen's Guide to City Politics**, in which he analyzes

the impact of the "property industry" (an interest group), on civic government. Several students might then wish to design a project intended to ascertain the degree of political influence possessed by those who could expect to benefit from local urban development. Or, a case study could be made of a current local confrontation between developers and citizen action groups. In both situations, the learner is exposed to the ongoing role of non-electoral political action which can then be viewed in relation to electoral politics and our political ideology. This approach to the learning of politics is utilized as much as possible throughout the course.

The following are the educational goals which the learner is expected to achieve in this course: 1) to develop an understanding of the "realities" of the Canadian political system – behaviours and processes, as well as knowledge about formal governmental institutions and legal structures; 2) to understand the cultural ideals of Canadian democracy as a goal toward which we strive; 3) to understand the essential differences between a western liberal democracy and various types of totalitarian states; 4) to understand the fundamental characteristics of the American system of government; and 5) to acquire skill in the use of basic research methods and resources.

By and large this course was an encouraging success with most of the students considering the contents both interesting and worthwhile. But their highest praise was reserved for the course's unique approach to the study of politics – relying as it does on community-based activities, involving the students themselves.

Name and home address of teacher: 74–5–18

Mr. William B. Stocks,
Box 212,
Peachland, B.C.

Name and address of school:

Lower Post Elementary School,
School District No. 87,
Lower Post, B.C.

Title:

BRING THE SCHOOL INTO THE COMMUNITY

This project involves a Grade four to seven (intermediate) class of fifteen native Indian pupils and their teacher, William Stocks. The school is located in Lower Post, B.C., a small Northern Indian community.

The students tape-recorded Kaska and Tahltan legends spoken by the old people in Lower Post, and then designed, produced and distributed four sound filmstrips to illustrate these legends. The students also produced three sound filmstrips to show daily life in their village.

It was difficult to find suitable and willing people to interview and also difficult to find a suitable time for the interview. For this, and other, reasons the students preferred making filmstrips about their daily life. When the community was shown the filmstrips they also preferred those showing how they lived, particularly one filmstrip, **The Way We Are.**

It is hoped this project helped the Indian students learn (and learn to appreciate) something of their culture; that a tradition has been established for the school to go out into the community, the community to come into the school; that the old people have realized that the young Indians are interested in the old ways, and that the young have learned to appreciate an old person for what he has done and can do. Hopefully a spirit of co-operation has been established in the community between the antagonistic groups of old and young; students have learned traditional language arts skills in an interesting practical way; people of all ages have become more aware of the uniqueness of their town and of the importance of their role in the community.

Name of teachers: 74–6–19

Miss Doreen Adams,
Miss Elaine Hathaway,
Mrs. Diane Wasson.

Name and address of school:

Oromocto Senior High School,
Oromocto, N.B.

Title:

PRE–EMPLOYMENT PROGRAM

The purpose of the Pre-Employment Program is:

(a) To prepare the student to enter our work force, having had training and experience in a particular area in which the student was interested.
(b) To develop healthy interpersonal relations, particularly with employers and fellow employees.
(c) To assist each student in becoming better able to provide for himself and his family by teaching skills that will be used in the home, such as price comparison, banking, budgeting, handicraft skills, social graces, meal planning and family living.
(d) To create an interest in skills that will provide a sense of achievement, possible employment, supplementary income and leisure-time activities.
(e) To provide a resource of activities and ideas to foster understanding of self and others as unique, potentially capable persons.
(f) To assist each student to overcome his fear of failure and to help him realize that we learn from all our experiences, both failures and successes.
(g) To assist each student in setting realistic goals and to increase the success in reaching these goals.
(h) To assist each student in expressing such personal feelings as fear, anger, incompetence and frustration.
(i) To assist each student in becoming aware of his heritage, his environment, and the importance of each.

The average age of students participating in this program is 16 to 21 years. The estimated I.Q. is 75–93 and Reading Comprehension Level is 4.5–8.9. All students have met with repeated failure. All students have shown an interest and willingness to work even after continual discouragements.

After the Spring reports each teacher was requested to recommend those students who he/she felt would benefit from a pre-employment program. Those students recommended were tested for ability in all academic areas. If, after a review of cumulative records, and teacher evaluation, it was thought that the student would benefit from such a program a personal interview was arranged. During the interview the student's school history was reviewed with special emphasis on successes and reasons why the student met with repeated failure. The teacher who interviewed the student was asked to pay special attention to attitudes toward school, home, work and social interaction.

In addition, the course was outlined, giving details of particular course content and work experience available.

If the student showed an interest, the parents were interviewed and the student's school history was reviewed with emphasis on present work and the probability of the student's future success.

As indicated above, the estimated I.Q. and all test results for recommended students are below average. As we are working with a slower group, and because we are preparing them for our work force within the next year, it is important that these students receive training that will prepare them for this very important step. Such a program must strive to fully involve each student, meet the need of each individual, and be relevant.

Because we feel that this is of vital importance, we have outlined the following program, divided into eight main divisions:

1. Oral Expression
2. Leisure Time
3. Motivation Advance Program
4. Group Interaction & Interpersonal Relations
5. History
6. Consumer Education
7. Physical Education
8. Work Experience

Our community and local businesses have been in support of our program one hundred percent. Due to this, we have been able to obtain materials at a reduced cost and in some instances needed materials have been donated to us. To these people we are much indebted. To date approximately $1200 has been spent in purchasing non-capital equipment and text books.

Twice a month, the teacher who is in charge of job training visits each student and his/her employer. At this time any problems related to attitude, promptness, work habits and employer-employee relationships are discussed. An evaluation is given by the employer.

The teacher in charge of Consumer Education makes a formal evaluation four times a year which is entered on the permanent record. Any problems arising between reports are discussed with the student.

The teacher in charge of Human Development and Leisure Time activities follows the same reporting system.

At the end of the year the teachers will compile a complete record of the student, to be placed in the cumulative record file to be used for further reference if need arises. Reference Letters are written for students to use when applying for a job.

Each student has received satisfaction in all phases of their schooling this year and all have expressed their appreciation for such a program. Even more gratifying for the student is the fact that already many have received opportunities for full-time employment next year. To date over 80 percent of the students have been employed in related areas.

Name and home address of teacher: 74–6–20

Mrs. B.G. Roney,
6531 54th Street, N.W.,
Calgary, Alberta.
T3A 1R5.

Name and address of school:

Cochrane High School,
P.O. Box 340,
Cochrane, Alberta.

Title:

COCHRANE HIGH SCHOOL SECRETARIAL SERVICES – "FROM SIMULATION TO REALITY."

This project combines the theoretical and practical learning of typing and office practice with the environment of a real office to produce an educational experience which is both relevant, interesting and much removed from the usual classroom atmosphere.

The program is designed for smaller rural high schools, with limited resources in finance, equipment and personnel, and where most students have only very limited knowledge of the workings of a business office.Ten to twenty Grade 11 and 12 students can be accommodated in this program, which requires a one semester double period (160 minutes a day – either a full morning or afternoon) to work effectively.

Costs are kept low by utilizing the normal hardware and software of the Typing 30 and Office Practice 30 courses. The work handled in the office (typing letters, manuscripts, tabulations, reports, etc.) comes largely from the local schools (elementary, middle and high), small local businesses and community organizations, thus greatly reducing the need for expensive "prepared materials" (kits) while at the same time providing real work from a variety of sources. Preparation and production of forms, letterheads, account sheets, etc. was done during summer vacation, with the assistance and facilities of the School Divisional Head Office.

The office has six departments – managerial, supervisory, reception, clerical filing and accounting. Work is received by the receptionist, and passed to the supervisor who allocates clerical staff to carry out the required tasks. On completion it is checked by the supervisor before return to the customer via the receptionist. The accounting clerks prepare and send out bills, receive payments and make out the pay cheques. Payments for

work done are "on paper" for school work, but real for personal or business tasks. The manager is responsible for the overall running of the office, and for preparing and conducting job interviews, which are held every two weeks, to ensure students have experience in every position in the office. It is also the responsibility of the Office Manager to prepare agendas, and conduct regular staff meetings.

Not only do the students learn the "mechanical tasks" including operation of duplicating equipment and intra-office telephones, they also develop human relations skills with their colleagues and the general public, and accept responsibility for important and meaningful work.

The project was run in two phases, with a different group of 12 students in each phase. Phase I established the basic procedures, and provided an opportunity to work out teething problems. In phase II, work from outside the schools was accepted much earlier, procedures were more sophisticated and "unusual work" (oil reports, foreign language documents, complex financial tables, medical and legal tasks) was fed in.

Both groups of students participated seriously and enthusiastically in the program, claiming it to be a far cry from regular classroom learning. Clients have been most impressed with and very appreciative of the work done.

Name of teachers:

74–7–21

Mrs. A. Desmond,
Mr. G. Stevenson,
Mr. R. MacIvor,
Mrs. G. Vader,
Mrs. U. Trotter,
Mrs. T. Mullet,
Mr. H. Knott.

Name and address of school:

Bancroft Public School,
P.O. Box 163,
Bancroft, Ontario.
K0I 1C0

Title:

CALL IT SCIENCE: GROUNDS BEAUTIFICATION PROGRAM

The purpose was to provide, for Grade 4, 5 and 6 students (ages 9 to 12), a project which offered a tangible outcome, practical experience, and opportunity for leadership development and cooperative organization. The choice of developing the grounds surrounding the school provided a highly visible canvas on which to work, opportunity to involve practical, constructive effort, and a focal point familiar to all the children who were to be involved.

Initially, a group of six students representing all of the classes in the Division, were selected to form a "Planning and Coordinating" committee. In liaison with the Principal and Vice-Principal, they made up and distributed a questionnaire to determine attitudes and desires of pupils, parents, teachers, the school administration, and various other individuals and groups. They measured and drew a scale map of the existing school grounds, assigning significant portions of this work to the classes. They assigned classes to take soil samples, and have them sent away for analysis. They assigned topics for discussion and research, and collected the results. They visited each class to outline their progress, answer questions and collect suggestions. They met with the Outdoor Education Coordinator for the County, with a representative of the Plant Department. They asked to have a survey made of the property. They learned about tree planting from The Ministry of Transportation and Communications, and took other pupils to visit a Ministry of Natural Resources' Provincial Park which was being developed.

The mass of information accumulated was translated into tentative planning outlines. Equipment was ordered; classes took rake, shovel and litter bags on clean-up periods; seedlings were planted.

The tangible outcomes include new playground swings, benches, litter containers, a cleaner schoolyard, and some new grass and trees.

What has been gained, however, goes back to the purposes of the project. The pupils throughout the school have a heightened awareness of and involvement in their immediate environment. To varying degrees, groups of pupils have had experience discussing, planning, researching, interviewing, reporting on a topic which is right outside their classroom window. The school has a continuing project to work on.

Problems did arise. The size of the project, its scope, and the fact that it could involve abstracts visualizing and compiling attitudes, overwhelmed the students on the Planning Committee. It was apparent that their development in these areas of thought had not reached the level which allowed them to delve beyond the immediate or near-future of time, or beyond the simpler developments of equipment and plant-life installation in the area of land-use and landscaping. As well, the background in initiative and self-direction of these pupils led them to lean heavily on adult direction. It was as if they could not truly believe that they could design whatever kind of playground their survey and research led them to as long as they stayed within budgetary limitations.

These problems can be overcome, even with pupils of this age. Slower developmental programming, concentrating on moving from the immediate and tangible to the long-range and more abstract, would help. Careful selection of committee members, searching for demonstrated initiative, creativity and leadership and an increase in the number of committees to expand the catalogue of skill and ability would further alleviate some problems. Finally, beginning in September rather than the end of January would take off the time pressure and allow the Fall and Spring for mapping and landscaping, thus making this project easier to handle.

Name of teacher: 74–7–22
Mrs. Patsy J. Dickson

Name and address of school:

Children's Rehabilitation Centre,
University Hospital,
Saskatoon, Saskatchewan.

Title:

PROJECT UNDERSTANDING

A complete unit of study had been designed to be used by regular teachers in order to teach their pupils about handicapped people and to foster positive attitudes toward them. The present undertaking involved revising and supplementing the original unit, evaluating the effectiveness of the unit, and exploring the possibility of having the unit become part of the provincial curriculum.

The revision of the unit involved developing an introduction, providing outcomes for each sub-section, adding an activity section related to handling each sub-section, and providing a list of resource speakers and places to visit.

Two schools were involved in the evaluation of the unit. In one school Grades five and six students were involved in experimental and control situations while in the other school Grades seven and eight were involved.

All children were pretested to measure their knowledge about handicapped people. Following this, each experimental class was taught the **Project Understanding** unit, making appropriate visits and having appropriate speakers, while the control classes were involved with unrelated areas of study.

Following the completion of the unit appropriate scales to measure attitude were administered to both the experimental and the control groups.

The results of the analysis indicated that there was no main effect for treatment at the Grades five and six level using either instrument. All of the children had positive attitudes toward the handicapped. There is a possibility that the experimental children discussed **Project Understanding** with their classmates from the control groups.

At the Grades seven level the experimental group had more positive attitudes toward handicapped children following administration of the unit. The same was true at the grade eight level.

Following completion of the study the Project Understanding Committee recommended that the unit become an optional part of study in Division III, that it be used in schools considering the integration of handicapped children, that further piloting be conducted with a design which would insure that there is no interaction between experimental and control groups, and that the Committee pursue having the unit authorized for inclusion in the curriculum of the province.

Name and home address of teacher: 74–7–23

Mr. W.J. Martyn Jones,
1955 Cambrai Street,
St. Bruno, P.Q.

Name and address of school:

Preville Elementary,
139 D'Alface Street,
St. Lambert, P.Q.

Title:

INDIVIDUALIZATION IN PHYSICAL EDUCATION: A MOVEMENT APPROACH

Traditional elementary school programs cultivate team competitive sports at the expense of the developmental needs of children. Adult-oriented activities, with adult-like expectations of performance, place an excessive overload on maturing children. Unfulfilled expectations of many children, when placed in competition with their more mature peers, are a cause of negative self-concept.

Movement education, on the other hand, conceives of learning as a joyous and ongoing process which has evolved through the observation of a child's interaction with his environment. Thus, this program provides a stimulating and enriched environment to which each child may respond in his own inimitable way. At the same time, gregarious tendencies have been fully taken into consideration.

Two objectives were proposed for this project. The first was to construct apparatus that would challenge the imagination of children. The second was to create a flexible program of "movement" education that would recognize individual uniqueness.

A structure including climbing frames, ropes, beams, trapeze, fireman's pole, etc., was designed and built in such a way that it could be collapsed for storage against the gymnasium wall. This structure was used as the basis for individualized activities.

The four basic principles upon which the program is built are: language, body-awareness, quality and space-awareness.

Vocabulary plays a significant role. Children may transpose words into concrete action in their own unique way. Concepts inherent within verbal symbols are readily grasped and understood

The human body can respond in many ways to constant and changing stimulus situations. It may curl and stretch, or bend and twist, using such qualities as strength, speed and weight.

Movement requires the use of space and initially the child learns to cope with his own personal space, where he may explore all possible realms to activity, bounded only by the language used. Eventually the space at large, or general space, will be investigated in which the child may include the attributes of force, direction and level. The child learns to respect the personal space of others, acquires a concept of space in time and contiguity, while sharing it harmoniously with others.

The four principles when conscientiously applied may contribute significantly to the management of the body and adaptation to environment. All are essential for the success of an individualized and creative program of developmental physical education. They are used in almost all learning situation, when working individually, in groups, in play and games, with or without equipment.

The emphasis that movement places upon the cognitive processes in terms of perceiving, reasoning and interpreting; the weight it places upon experimentation, exploration and discovery, and the opportunity it provides for word/concept growth, classification and generalization, provide an enriched environment for intellectual functioning, socio/affective and physiological development.

Thus far, the program has been endorsed enthusiastically by all those who have witnessed it, and the zeal displayed by children since its introduction, has been quite contageous. It is reflected in the joy, effort and attitudes they have displayed in their work, and by the large numbers wishing to exploit "spare time".

No longer are children constantly required to prove their supremacy over others. All children experience success and the term failure has become an obscure and abstract concept. Overly aggressive behaviour has given way to much warmer peer relationships among the children. This welcome response, in no small way, can be attributed to a program that gives precedence to cooperation over competition, in which children learn respect and tolerance for each other.

Name and home address of teachers: 74–7–24

Mr. Otto Schreiber,
1024 Harkness Avenue,
Ottawa, Ontario.
K1V 6P2

Mrs. Lillian Daly,
23 Linden Terrace,
Ottawa, Ontario.
K1S 1Z1

Name and address of school:

McArthur High School,
485 Donald Street,
Ottawa, Ontario.

Title:

THE TEACHING OF GRAPHIC ARTS AND ENGLISH TO VOCATIONAL STUDENTS THROUGH THE PUBLICATION OF A SCHOOL NEWSPAPER

The general objectives are to improve school communications by student-teacher involvement in a meaningful and stimulating project. The study of basic skills in Graphic Arts and English would be related to relevant activities. Of equal importance would be the development of social skills, individually as well as within groups and the enhancement of the students' self-image.

The original plan was to start with 24 student volunteers, time-tabled into the regular English program but devoting their time to writing newspaper material. The production would be handled by Graphic Arts students. However, these two groups soon melded as more and more Journalism students enrolled in the Graphic Arts option and the involvement became a total one.

It was decided that the responsibility as to content would be in the hands of the students and teachers directly involved. All the students' contributions have been of a very responsible nature, and no external censorship has been exercised.

By the end of the first year, the students had produced six issues. Their original goal had been eight issues with pre-determined deadlines, but this soon proved unrealistic, mainly because they were determined to make

each issue bigger and better than the last one. Winter and spring break also interfered with their original schedule. Issue No. 1 consisted of 800 copies, four pages long; by issue No. 6, the production had increased to 1500 copies of sixteen pages. The first issue had no photography, whereas the fourth issue, which highlighted our Winter Carnival, featured several pages of pictures.

There are still difficulties in the area of photography which only time, experience and the acquisition of more cameras will solve. More students, and an active Camera Club would help in this area.

The selection of articles has served the whole school and has been highlighted by features promoting the various programs and services offered at McArthur High School. The newspaper has also been successfully used as an integral part of the Remedial Reading program, mainly due to the immediate relevance of the articles, and their appropriate vocabulary level.

In addition to receiving numerous congratulatory comments from educators, administrators, parents and other students, the Journalism students were invited to present a workshop outlining their work to several public school classes. All the preparation for this was done solely by the students. It was an unqualified success and provided a key to possible further public and high school interaction.

The editor, Richard Montague, was awarded a plague by the Ottawa Citizen, which he accepted on behalf of the Informer staff at a Newspaper/ Yearbook Awards Banquet.

The publishing of the school newspaper enhances the teaching of Graphic Arts and English at all levels, and benefits are obtained by all. Interest is developed by exploring the many avenues in this complex communication field. Good working habits and attitude, dependability, and personal ambitions/needs are stressed, along with the need for knowledge in many related areas.